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AUTHOR Abisi, Frederick Assad; And Others
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ABSTRACT

This manual describes a program that recognizes and assesses all prior learning in academics as well as in life skills and recommends a variety of educational opportunities so that adult learners can prepare themselves to meet requirements for high school certification. Four major areas of the Lowell Adult Diploma Program (LADP) are reviewed: time of operation, eligibility, requirements for certification, and orientation and progression of candidates. Descriptions in terms of credits and requirements follow for each of three categories in which a candidate may receive credit in the LADP. The categories are academic, non-academic, and life skills. Other areas of the LADP operation are then considered: resources, record keeping, and staff. Appendixes include areas for credit, tests used, sample program forms, and specific duties and functions of staff.
(YLB)

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LOWELL ADULT EDUCATION PROGRAM
LOWELL PUBLIC SCHOOLS
LOWELL, MASSACHUSETTS

*Dr. Patrick J. Mogan
Superintendent of Schools*

*Peter S. Stamas
Headmaster, Lowell High School*

*Henry J. Mroz
Director of Federal Programs*

*Frederick A. Abisi
Director of Adult Education*

*Members of the Lowell School
Committee:*

*Mayor Robert C. Maguire, Chairman
Edmond "Gus" Coutu
Gerald J. Durkin
Daniel P. Kane
William J. Kirwin
Clement G. McDonough
George W. O'Hare*

**Lowell Adult
Diploma Program
MANUAL**

*Frederick Assad Abisi
Project Director*

*Elizabeth K. Tsapatsaris
Program Developer*

*Mary Ellen McCabe
Staff Consultant*

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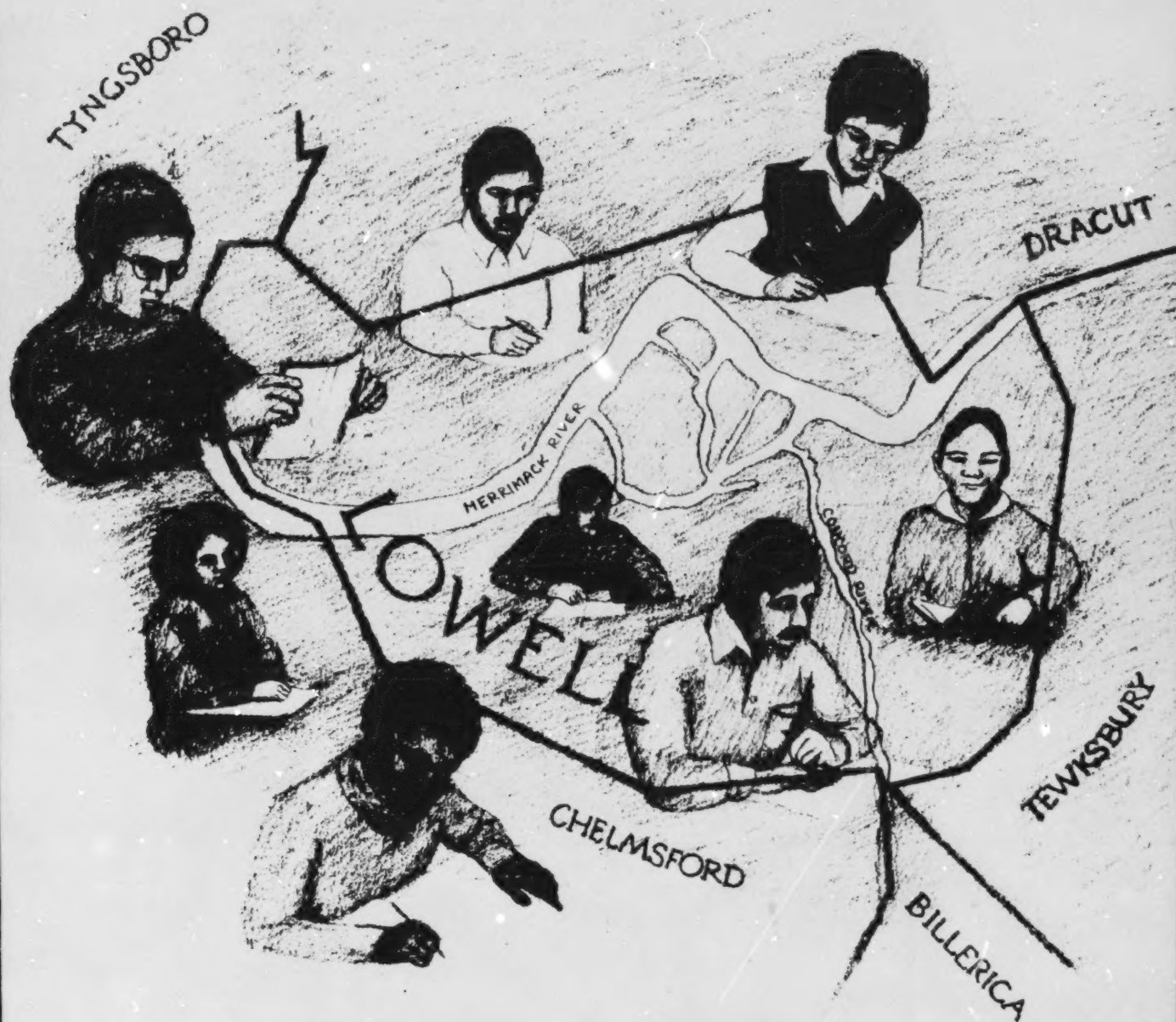
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Prologue

The Lowell Adult Diploma Program is a project designed to develop a non-traditional approach to granting high school credentials to adults whose experiences reflect the learning which, generally, takes place in the classroom. It is structured to serve the needs of adults based on the following premises:

- 1) Education is a life-long process.
- 2) All learning experiences within and without the formal classroom are relevant to one's growth and development.
- 3) Adult learners differ from adolescent learners.

This project was made possible by many people and organizations whose interests in education far surpass their duties or obligations. The work has been a combined effort to expand the Adult Education Program, to enrich the offerings of the Lowell Public School System, and to develop another conducive course in the community which will strengthen the resources necessary for a productive and vital society.

The success of the project is due, in large part, to the expertise and advice of Dr. Patrick J. Mogan, Superintendent of Lowell Public Schools, and Mr. Peter S. Stamas, Headmaster of Lowell High School. Their concern and involvement have been encouraging. Their help has been very much appreciated.

Various other professionals have given their time, experience, and resources to assist in the initial planning and the completion of the project. Special acknowledgement of their contributions is due to the following:

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Nidia Rogoff, Planning and Evaluation Manager, CETA

Thomas D. Flynn, Assistant Principal, McAvinnue School, Lowell

Martha A. Mangan, Instructor, Lowell Adult Education Program

William A. Merrill, Guidance Counselor, Lowell High School

Jill M. Parker, Instructor, Lowell Adult Education Program

Members of The Lowell Adult Education Advisory Committee

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Lowell Adult Diploma Program

Table of Contents

Part		Page
I.	Introduction	1
II.	Time of Operation	3
III.	Eligibility	3
IV.	Requirements for Certification	4
V.	Testing.....	5
VI.	Orientation and Progression.....	6
VII.	Areas for Credit	9
	A. Academic Area	10
	1) Transferred credits.....	11
	2) Paper-pencil tests.....	11
	3) Independent project (written).....	12
	4) Independent project (oral)	15
	B. Non-academic Area	19
	Expertise.....	20
	C. Life-skills Area	21
	1) Work/Career or Community Volunteer	21
	2) Trade.....	22
	3) Training	23
	4) Independent Business	24
	5) Military Experience	25
	6) Home-Management.....	26
	7) Special Interests/Survival Values.....	27
	8) College Readiness	30
VIII.	Resources	31
IX.	Record-keeping	32
X.	Staff.....	34
	Appendices	36

Lowell High School

Lowell Public Schools

Lowell, Massachusetts

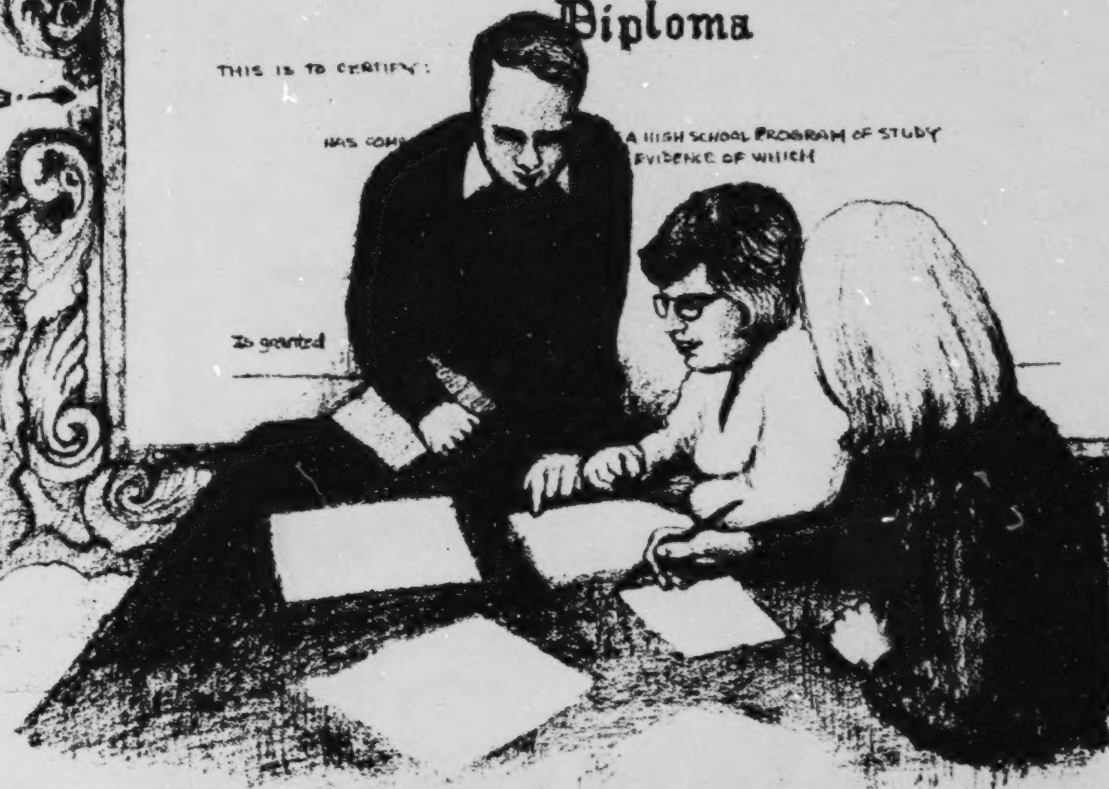
Diploma

THIS IS TO CERTIFY:

HAS COMPLETED

A HIGH SCHOOL PROGRAM OF STUDY
EVIDENCE OF WHICH

Is granted



500 7

W: 425 '80

I. Introduction

The Lowell Adult Diploma Program, a unique and innovative project, is part of the Lowell Public School System. The concept, content, and organization of the program have been developed by the Director, the Staff, and the Advisory Committee of the Lowell Adult Education Center. It is being funded by local, state, and federal sources and is available at no charge to adults living in the Lowell area.

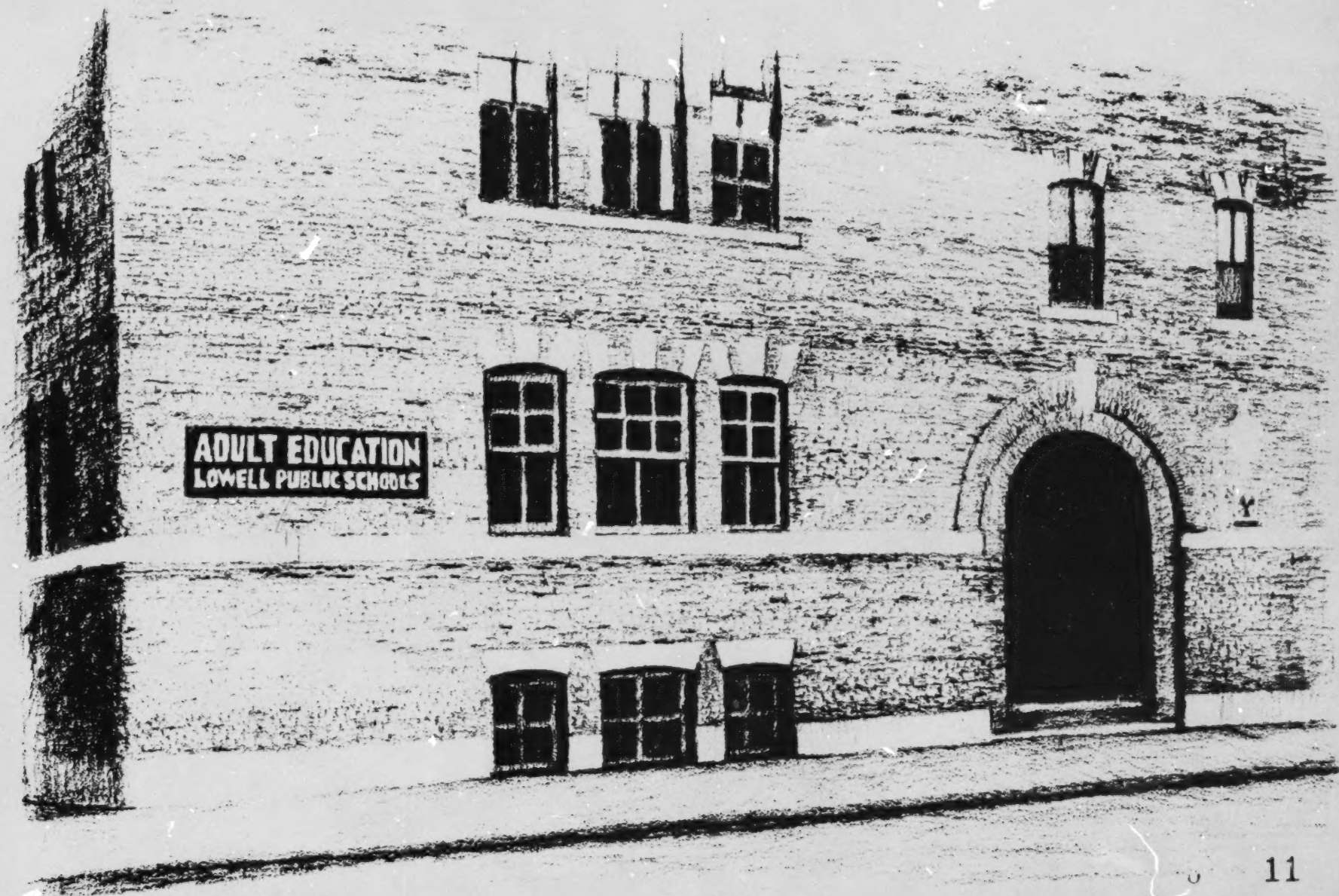
The basic objective of the Lowell Adult Diploma Program (LADP) is to identify those adults who have not completed high school but have continued to grow and develop through informal learning experiences.

The general philosophy of the LADP is to recognize and assess all prior learning in academics as well as in life skills and to recommend a variety of learning opportunities so that the learners can prepare themselves for assessment in order to meet the requirements for high school certification.

The construction of the program is designed to fit the needs of the participants. It allows candidates to demonstrate knowledge and competencies already acquired from past learning and/or experiences and offers a variety of approaches to other educational endeavors. Participants plan and complete their program of study on an independent and individualized basis. There is no time limit.

The LADP includes flexibility in scheduling and in program content. Schedules are planned by the learner with the assistance of a counselor or another resource person, based on the learner's goals and availability. Program content varies according to the needs, interests, and future aspirations of each learner. The assistance of a counselor or another resource person is available during the process of program development. The learner develops a program by deciding the areas he/she wants to study and the methods by which to learn.

The LADP provides another means, in addition to the Lowell High Evening School and the GED Program, whereby adults can earn high school credentials. It recognizes the continual growth and learning which takes place through experiences outside the classroom; it encourages the participants to realize their accomplishments and potential and to view learning as a life-long process.



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Waters '80

II. Time of Operation

The Lowell Adult Education Center is open from 9:00 AM to 9:00 PM Monday through Thursday and from 9:00 AM to 3:00 PM on Friday. Attendance records have shown that most students find either morning or evening hours more convenient for their schedules. Therefore, the Center will have personnel accessible to candidates in the LADP mornings from 9:00 - 12:00 and evenings from 6:00 - 9:00. Staff will also be available by appointment during the afternoon hours.

III. Eligibility

Any adult 18 years or older living in the Lowell area is eligible to participate in the LADP provided the last high school class of which he/she was a member has already graduated.

Lowell High School

Diploma

ASSESSMENT



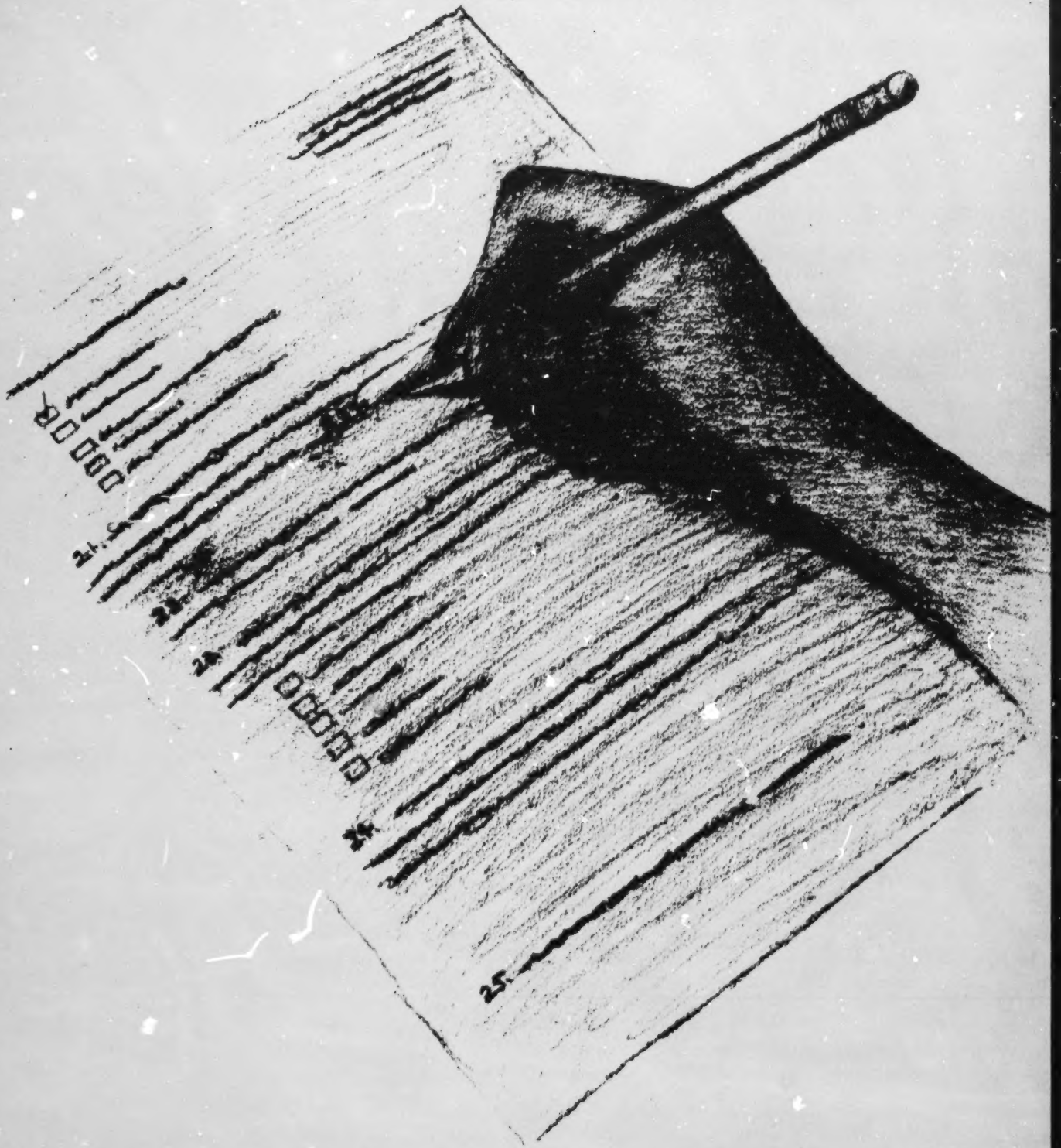
R. W. Adams
SUPERINTENDENT

IV. Requirements for Certification

To qualify as a candidate for high school certification, the Lowell Adult Diploma Program participant must meet the following criteria:

- A) A minimum of 80 credits earned from transferred credits or from other areas where learning and/or experience are recognized for credit.*
 - 1) A minimum of 40 credits must be accrued in the Academic Area.
 - 2) A minimum of 5 credits are required in English, Mathematics, Social Studies, and Science of the total credit requirement (40) in the Academic Area.
- B) Performance with at least 90% accuracy on the required REAL reading test (allowing a maximum of 5 errors, but not more than one error in any one of the nine sections).
- C) Performance with at least 90% on the required mathematics test (allowing a maximum of 3 errors, but not more than one error in any one section).

* Refer to Appendix A, page 37 for Areas for Credit



V. Testing

A) Preliminary Testing

Each person entering any Adult Education program is given a preliminary test in reading, vocabulary, and math* so that the counselor may recommend the most beneficial program to the learner.

In order for a person to enter the Adult Diploma Program, scores of 60% or higher on each test must be attained. An individual who scores below 60% is so advised and then given the opportunity in one of the other segments of the Adult Education Program to improve the basic skills which are necessary to participate in the LADP.

B) Post Testing

After a candidate has accrued at least 80 credits, he/she must score at least 90% on the reading and math tests* in order to be eligible for his/her high school credentials.

If the candidate scores below 90% on either test, then he/she is able to retest using another form of the post-test. A waiting period of a month is recommended so that the candidate will have ample opportunity to improve his/her skills. A retest is necessary only on the section(s) which were not satisfactory on the first test.

* Refer to Appendix B, p. 38 for list of tests used.



VI. Orientation and Progression of Candidate

When a person enters the Lowell Adult Education Program, he/she is first given an explanation of the offerings of the Program during an orientation session.

Before the members of the staff can advise or recommend a specific program to a prospective participant, sufficient information must be gathered on the background and experiences of the applicant. This information includes the results of a reading and a math test which serve as indicators for successful participation in the LADP. If the results of these tests indicate further study is needed in the basic skills area, an individualized program will be designed for the learner to develop these skills. He may then test again in order to satisfy the entry requirements for the LADP.

If the test results show that an individual can successfully participate in a high school completion program, he/she is given the option of choosing the LADP or another program. The choice of the program will be made by the individual.

When the decision has been made to participate in the LADP, the counselor gives the candidate a copy of the areas in which he/she can be assessed for credit.* The candidate is advised and assisted in the collection of all pertinent data which can be translated into credits for

* Appendix A, p. 37 Areas for Credit

high school credentials and a copy of this preliminary program profile is given to the student for reference.* The verified data is then entered in the candidate's student record.

The information gathered by the learner is used in the development of the learner's program. Depending upon his/her future aspirations and the requirements that need to be fulfilled, the counselor assists the learner in mapping out his/her goals. The counselor also explains the various options the candidate has to earn credits in the three main areas.**

Each time he/she chooses to pursue a course of study the candidate makes a plan with the help of the counselor.*** Each plan must be approved by the director of the Adult Education Program or by a designee. It is then recorded in the student folder and a copy is kept by the student as a guide. The counselor periodically meets with the candidate to review his/her progress. When the candidate has reached the point at which he/she feels ready for assessment, the counselor makes an appointment for the client with the appropriate assessor.

The assessor evaluates the candidate's presentation and informs the candidate and the counselor of the results of the assessment. The results are recorded in the student folder for future reference.

* Appendix C, p. 39 Preliminary Program Profile

** Refer to part VII, Areas for Credit, p. 9

*** Refer to Appendix D, p. 40 Plan for Course of Study

After the candidate has earned at least 80 credits as required in the designated areas, he must score at least 90% on a reading and a math post-test.

The team leader reviews the candidate's folder and record to ascertain that all the requirements for certification have been met. The folder is then reviewed and approved by the director of the Lowell Adult Education Program and the headmaster of Lowell High School.

Upon approval the candidate is given an official transcript to verify his/her high school credentials. At the next regularly scheduled graduation he/she is awarded a Lowell High School Diploma. *

* Appendix E, p. 41 Client Flow Chart

VII. Areas for Credit

There are three areas in which a candidate may receive credit in the LADP. They are the Academic Area, the Non-Academic Area, and the Life-skills Area. The areas represent learning experiences which have been or could be effective in an adult's realization of his/her potential.

Education is a process of refining or improving an individual's mental, emotional, physical, and social abilities. Diplomas are granted in recognition of the competencies that were reached in the process of education. Schools exist for the purpose of educating people and preparing them to meet the demands of daily living. In addition to the instruction and the training given at schools, there are many other effective means for the education of an individual. Any process or achievement which contributes to improving the abilities of an individual to the point of competency and usefulness can be considered relevant to one's education.

The LADP attempts to assess all prior learning experiences within and without the traditional school structure. It assists an adult to pursue new or old interests and to exercise the required discipline which will contribute to his/her education. Therefore the areas for credit depict a broad foundation of where and how learning is available or where learning has already taken place.

Following is a description of each of the three areas in terms of credits and requirements.



A. Academic Area

The Academic Area is described as learning which has a means of assessment at the completion of the course for credit. There is a minimum of 40 credits required in this area. At least 5 credits are mandatory in each of the following subjects: English, Math, Social Studies, and Science. A minimum of 45 points in any of the GED tests may be applied to the mandatory subjects for 5 credits each, provided the dates of the GED exams are prior to his/her enrollment in the LADP.*

There is no maximum credit requirement in this area. Except for the four mandatory subjects, which can be included in the minimum 40 credits, a candidate may choose to earn any amount of credits in any subject or field. The description below explains the options to earn credit.

- 1) Transferred credits
- 2) Paper-pencil test
- 3) Independent project
 - a) written
 - b) oral

* A person preparing for a GED certificate is not permitted to participate in both a GED program and the LADP.

1) Transferred Credits

At the initial meeting the counselor assists the enrollee to determine the number of credits that have already been earned in secondary schools. Credits from accredited schools are acknowledged in the LADP when an official transcript is presented. Other credits that may be necessary in this area become an individual matter and the counselor will advise each candidate as to what is required and recommended.

If the candidate prefers to study in a traditional classroom, it is possible to take courses in most subjects at the Lowell High Evening School or at any other accredited secondary school. Courses are also offered at the various local community colleges and at the University of Lowell. An official transcript from the school must be presented for documentation to transfer the credits into the Lowell Adult Diploma Program.

2) Paper-Pencil Test

Many adults have retained and even increased much of their knowledge of certain subjects which they had studied previously.

The candidate has the option to demonstrate competency by taking a comprehensive test in most major academic subjects offered at Lowell High School. He/she may choose to take a written test under the advice of the counselor.

A copy of the objectives of the particular test will be given to the candidate. He/she will also be informed as to what kind of test it will be, how many items will be on the test, and how much time will be allotted to complete the test.

When the candidate feels ready to take the test, an appointment will be made for the time and place of the test.

A final score of at least 80% will be acceptable for 5 credits in that subject.

3) Independent Project (Written)

A candidate has the opportunity to study a subject of particular interest which will require research, organization, and writing. The candidate, assisted by the counselor, will select a specific subject for independent study. The projected outcome of an independent study must be relevant, as a learning experience, to the goals of the candidate.

The criteria and procedure are as follows:

- a) The counselor will explain the general guidelines for an independent project. The candidate will be given a copy of the following guidelines:
 - i) The content must be relative to the subject or the project.
 - ii) A minimum of 80 hours over a 4 (or more) week period must be devoted to the project.

- iii) The specialist in the specific area and the client will discuss the content.
 - iv) The project must be at least 15 pages; typewritten, double-spaced.
 - v) Grammar, spelling, punctuation, sentence structure must be correct.
 - vi) A bibliography of at least 5 outside references must be attached.
 - vii) At least 4 illustrations must be attached.
- b) The counselor will guide the candidate to write a plan* that will include the following:
- i) what subject he/she will study,
 - ii) what methods he/she will use to learn about the subject,
 - iii) what resources will be used.
 - iv) how much time can and will be devoted to the project,
 - v) what is the estimated time of completion.
- c) The plan will be submitted to the director of Adult Education or to a person designated by the director for approval. Upon approval the candidate will retain the plan.
- d) The counselor or other personnel will seek out an area specialist and submit a copy of the plan to the specialist.

* Refer to Appendix D, p. 40 Plan for Course of Study

- e) The counselor will meet periodically with the candidate for guidance on the progress of the project.
- f) When the project is completed the area specialist will review the independent project and meet with the candidate by appointment to discuss the project.
- g) The total assessment of the area specialist will be determined by the following criteria:
 - 1) the adherence to the criteria in the general guidelines.
 - 2) the relevancy of the content.
 - 3) the oral discussion.
 - 4) the fulfillment of the plan of the client.
- h) The assessment will be recorded on a checklist and explained to the candidate. The assessment checklist* will be sent to the counselor for the records.
- i) Credits in the subject will be awarded according to the following formula:
 - i) each skill checked as "very good" = 2 points
 - each skill checked as "acceptable" = 1 point
 - each skill checked as "unacceptable" = 0 points

* Refer to Appendix F, p. 42 for Independent Project Assessment Checklist

- ii) the total points divided by the number of skills equals the average point equivalency.
- iii) if the average point equivalency range is:
 - a) $1.5 - 2.0 = 5$ credits
 - b) $.5 - 1.4 = 2\frac{1}{2}$ credits
 - c) below $.5 = 0$ credits
- j) If the project is unacceptable, the candidate may choose to make the necessary corrections and be reassessed under the advice of the counselor.

4) Independent Project (Oral)

The research and organization of an independent study may be presented orally. The preference of the candidate or the nature of the subject and the recommendation of the counselor will be the decisive factors in presenting a particular study orally for assessment. The projected outcome of the oral presentation must be relevant, as a learning experience, to the interests and goals of the candidate. The criteria and procedure are as follows:

- a) The counselor will explain the general guidelines for an oral presentation. The candidate will be given a copy of the following guidelines:

- i) A minimum of 80 hours over a 4 (or more) week period must be devoted to the preparation of the study.
 - ii) The presentation must be at least 20-30 minutes.
 - iii) The client will be evaluated for his/her presentation of the content including: the logic, clarity, and flow of ideas; acceptable grammar and diction.
 - iv) A question-period on the content will follow the presentation.
- b). The counselor will guide the candidate to write a plan* which will include:
- i) what subject he/she will study and present,
 - ii) what methods he/she will use to learn about the subject,
 - iii) what resources will be used,

* Refer to Appendix D, p. 40 for Plan for Course of Study

- iv) what paraphernalia/materials might be used,
 - v) how much time can and will be devoted to the study,
 - vi) what is the estimated time of completion.
-
- c) The plan will be submitted to the director of Adult Education or to a person designated by the director for approval. Upon approval the candidate will retain the plan.
 - d) The counselor or other personnel will seek out an area specialist and submit a copy of the plan to the specialist.
 - e) The counselor will meet periodically with the candidate for guidance on the progress of the study.
 - f) When the candidate is ready to make the presentation, an appointment will be made with the area specialist for assessment.
 - g) The total evaluation of the area specialist will be determined by:
 - i) the fulfillment of the planned objectives
 - ii) the adherence to the criteria in the general guidelines
 - iii) the candidate's ability to answer questions pertaining to the content of the presentation.

2

h) The evaluation will be explained to the client and a copy will be sent to the counselor.*

i) Credits in the subject will be awarded according to the following formula:

i) each skill checked as "very good" = 2 points

each skill checked as "acceptable" = 1 point

each skill checked as "unacceptable" = 0 points

ii) the total points divided by the number of skills equals the average point equivalency.

2
iii) if the average point equivalency range is:

a) 1.5 to 2.0 = 5 credits

b) .5 to 1.4 = 2½ credits

c) below .5 = 0 credits

j) If the presentation is unacceptable, the client may choose to repeat it for reassessment under the advice of the counselor.

* Refer to Appendix G, p. 43 Oral Presentation Assessment Checklist



VII. Areas for Credit (cont.)

B. Non-Academic Area

The Non-Academic Area represents learning which is derived from studying a certain subject for personal interest and development but not for accumulation of credits. Adults who have already studied in courses offered at various organizations, either public or private, may consider this experience in terms of credit. A maximum of 20 credits may be earned in this area.

Credits are awarded when verification of the completion of a course, the hours of attendance, and an assessment of satisfactory performance have been presented.*

The number of credits awarded in the Non-Academic Area is based on 150 minutes per week of classroom time for 30 weeks. The following conversion table explains the credit value of the course hours.

Hours of Attendance		Credits	
1)	9 - 15	1)	½
2)	16 - 23	2)	1
3)	24 - 30	3)	1½
4)	31 - 38	4)	2
5)	39 - 45	5)	2½
6)	46 - 53	6)	3
7)	54 - 60	7)	3½
8)	61 - 74	8)	4
9)	75 +	9)	5

* Refer to Appendix H 1 & 2, pp. 44-45 for Non-academic Area Assessment Form

Expertise

Credits are also awarded for expertise in a particular field. If a person has been acclaimed by other experts in the field or by a recognized authority, he/she will receive 5 credits when documented proof of this expertise is presented. Documentation of expertise more than four years old will not be acceptable for credits.



Others '30

VII. Areas for Credit (cont.)

C. Life-skills Area

The Life-skills Area represents learning from experiences which enable a person to meet the demands of everyday living in the fields of work/career, duties, or special interests/survival values. A maximum of 40 credits may be earned in this area.

The main categories in which a candidate can be assessed in order to receive credit are as follows:

1. work/career or volunteering in community service
2. trade
3. training program
4. independent business
5. military experience
6. home management
7. special interests/survival values
8. college readiness

The following descriptions explain how credits are awarded for each category.

1. Work/Career or Community Volunteer

If a person elects to earn credit in this field, the length of time in employment or volunteering must be verified. An evaluation of his/her

work performance by a supervisor or an employer is also required.* Credits are awarded as described in a, b, or c below.

- a) Three or more years of employment/volunteering at the same job/organization (or promotion)

**Full-time 20 credits

**Part-time 10 credits

- b) Employment of at least one work-year at the same job/organization.

Full-time 10 credits

Part-time 5 credits

- c) At least 60 continuous days of seasonal employment

Full-time 5 credits

2. Trade

A trade is an occupation which requires the development of certain skills. A person who has a trade is recognized to have acquired these special skills through training and/or apprenticeships. Issuance of an official license to a person is verification of his/her trade.

* Refer to Appendix I 1 & 2, pp. 46-47 for Employer/supervisor Assessment Form

**Full-time = at least 30 hours per week.

** Part-time = more than 10 hours per week, but, less than 30.

Credits in this field are awarded as described in a, b, or c below:

- a) Verification of one year employment and satisfactory performance of skills* 10 credits
- b) Presentation of one of the following documents:
..... 10 credits
 - i) union card
 - ii) state license
 - iii) city and state license
 - iv) other work-related document
- c) Requirements for both
a and b are satisfied 20 credits

3. Training Programs/Apprenticeships/OJT

Any candidate who has completed a training program, an apprenticeship, or an OJT program in a public or private organization qualifies for

* Refer to Appendix I 1 & 2, pp. 46 & 47 for Employer/Supervisor Assessment

credit in this field. Credit is awarded for a and b below:

- a) Verification of the completion of his/her training and an evaluation of the candidate's satisfactory performance by the trainer*

..... 10 credits

- b) One of the following:

- i) one year of training combined with training-related work

..... 5 credits

- ii) over one year of training-related work

..... 10 credits

4. Independent Business

Credit is awarded to a candidate who can prove he/she has been operating a legal independent business.

Verification of the registration of the business from the local city/town hall is a requirement.**

Credit is awarded for time in operation as described in a, b, c, or d

* Refer to Appendix J 1 & 2, p. 48-49 for Training Assessment Form

** Refer to Appendix K, p. 50 for Verification Form

below:

- a) less than one year 5 credits
- b) one year to two years 10 credits
- c) over 2 years, but, less than 5 years 15 credits
- d) more than 5 years 20 credits

5. Military Experience

A candidate who has served in the military or in any of the other service branches like VISTA or the Peace Corps is qualified for credit in the Life-skills Area.

An identification card issued by the branch of service or a discharge card ascertaining a satisfactory discharge is required for documentation.

Verification of the length of time a person has participated in the service is also required. The table below explains the credits awarded for active military experience.

MILITARY EXPERIENCE

a) Part-time



b) Full-time



- | | | |
|---------------------------|---------------------------------|------------|
| 1) minimum one year. | minimum 90 days. | 5 credits |
| 2) 2 or more years. | 2 yrs., but, less than 5 yrs. . | 10 credits |
| 3) | more than 5 yrs. | 20 credits |
-

6. Home Management

Any person who has the responsibility of maintaining a home and/or a family has had experience in the field of home management. A candidate has the option of earning credits in this field by an assessment of his/her competence in managing a home budget, doing comparative shopping, understanding beneficial nutrition, and practicing good family health care.

If a candidate chooses to demonstrate competence in this field, he/she may be assessed either by taking a paper-pencil test or by actually performing tasks in these four segments of home management.

Before the assessment the candidate will be given a list of the objectives and skills he/she will be expected to demonstrate in the paper-pencil test or to perform in the tasks.*

When the candidate is ready to be assessed, the counselor will make an appointment with an assessor. An evaluation score of 80% or better in each segment is required for 5 credits. The candidate can earn a total of 20 credits in the Life-skills Area if he/she has demonstrated competency in the paper-pencil test or in performing the required tasks.

7. Special Interests/Survival Values

A special interest may be defined as a non-academic activity to which a person has devoted a sufficient length of time for learning and for practicing so that he/she has become knowledgeable, creative, and/or productive in that specific area.

Candidates have the option to earn credits by demonstrating skills and competence in the following special-interest areas: needle arts, fine arts (painting, drawing, sculpture, etc.), performing arts (music, drama or dance). Other special-interest areas may be considered, if they are recommended by the counselor and approved by the director of The Adult Education Program.

*Refer to Appendix L 1, 2, 3, 4 pp. 51-54 for List of Objectives (Home Management)

The criteria and the procedure of assessment are as follows:

- a) The client will indicate to the counselor the special interest area in which he/she wants to demonstrate competence by performing tasks that require certain skills.
- b) The director of Adult Education or a person designated by the director must approve the request for special interest assessment.
- c) A specialist in this field and program liaison person will develop a list of specific skills the client must demonstrate. The list will be based on the Dictionary of Occupational Titles (DOT) and/or the expertise of the specialist.
- d) The specialist will also develop a list of tasks whereby the specific skills can be demonstrated.
- e) The list of skills and the list of tasks will be given to the client to prepare for assessment.
- f) An appointment will be made with the specialist when the client feels ready to be assessed.

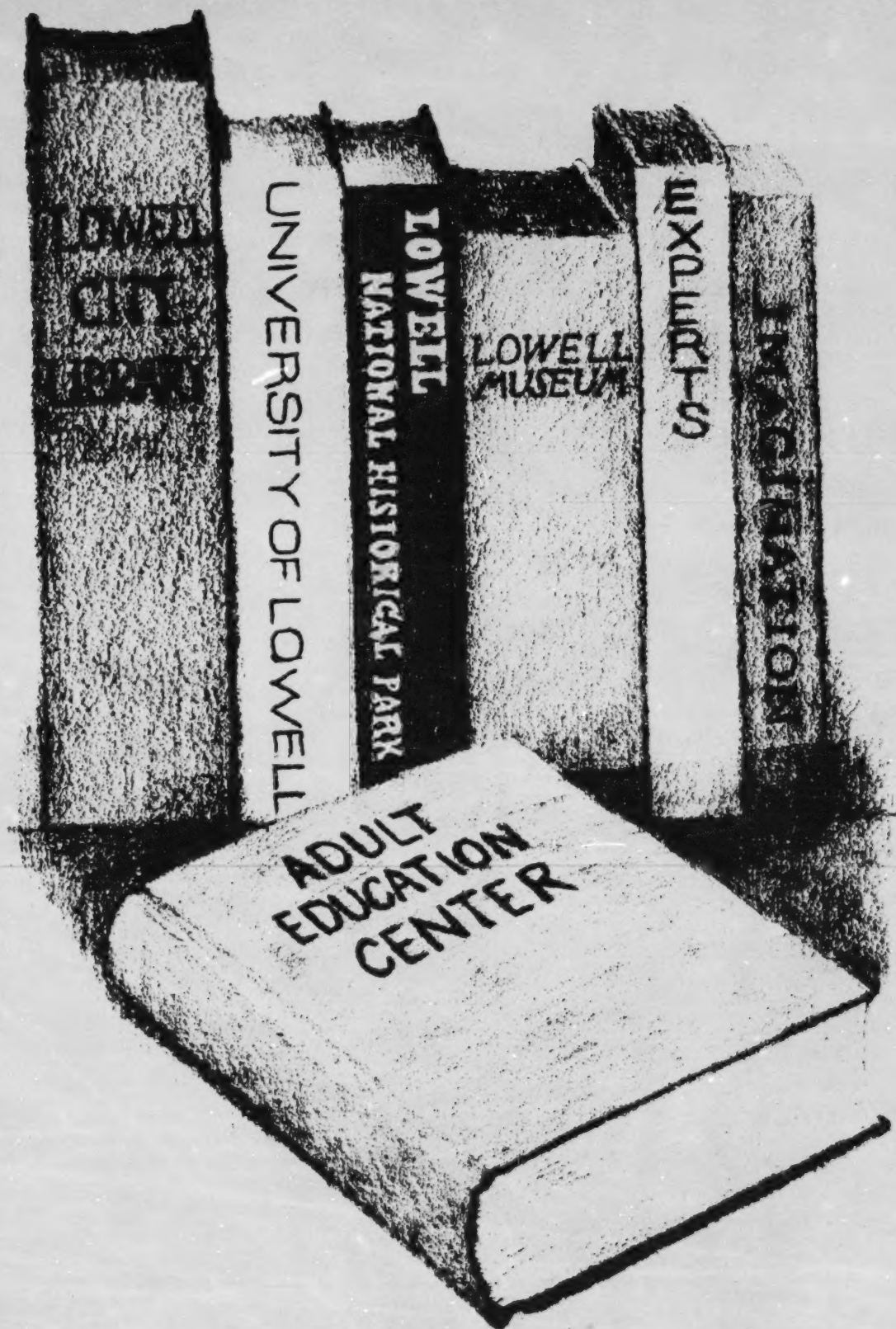
- g) The specialist and the client will meet at a convenient site for assessment.
- h) The specialist will:
 - i - complete the evaluation form
 - ii - inform the client of the evaluation
 - iii - enter the evaluation in the client's record
- i) If the client does not demonstrate competency, the counselor may advise him/her to repeat the demonstration after at least one month has elapsed since the assessment.
- *j) The formula for awarding credits is explained below:
 - i) each skill checked as "very good" = 2 points
each skill checked as "acceptable" = 1 point
each skill checked as "unacceptable" = 0 points
 - ii) Total points divided by the number of skills equals average point equivalency.
 - iii) If the average point equivalency range is:
 - a) 1.5 to 2.0 = 5 credits
 - b) .5 to 1.4 = 2½ credits
 - c) below .5 = 0 credits

* See Appendix M, p. 52 for sample of Special Interests/Survival Values Assessment Form

8. College Readiness

Any person who wishes to take the Scholastic Aptitude Tests (SAT) for college entrance has the opportunity to earn 20 credits. A minimum of 400 in the English test is required to earn 10 credits and a minimum of 400 in the Math test is required to earn another 10 credits. A transcript of the scores must be presented for documentation.

Adults who have had limited experiences in life-skills or who aspire to go to college may choose to take these tests under the advice of the counselor.



VIII. Resources

Since the LADP is an assessment system, there is no provision in the program for a candidate wishing to improve skills or to acquire new skills. There are numerous other options available to him/her, however. The learner can attend classes at the Adult Education Center to brush up on basic skills. Classes are offered through Lowell High Evening School in most secondary school subjects. The learner may attend classes given by community schools and groups. If he/she wishes to study independently, he/she may do so using the resources and facilities of the Lowell City Library, the Lowell Historical National Park, the Lowell Museum, the University of Lowell, and those of many other public or private organizations. If a learner prefers to study under the direction of an expert or a tutor in a particular field, he/she is free to do so provided the same expert or tutor will not assess his/her knowledge or performance in that field.

Under the guidance of the counselor and other resource people on staff, the learner will receive assistance, if needed, in finding the resources which will enable him/her to proceed with the chosen course(s) of study.

COUNSELING
SESSIONS

ASSESSMENT

COURSES

LOWELL PUBLIC SCHOOLS
ADULT DIPLOMA PROGRAM
STUDENT RECORD

IX. Record-Keeping

The records of the LADP candidates are retained in the office of the Lowell Adult Education Program. They are easily available to any staff member who needs them for reference, recording, review, or completion.

There is a student record in the form of a folder or portfolio for each candidate. The name of the student and other pertinent data for identification are recorded on the front of the folder. Other information, which is also entered on the front cover, includes the test scores and the credits earned in each area.

The inside of the folder is divided into two sections. One side contains a record of the counseling sessions and an account of each assessment. On the other side is a list of courses offered at Lowell High School, the credit value of each course, and the major category to which each course belongs. This would facilitate transferring comparable credits from other secondary schools or programs.

Each student entering the Lowell Adult Education Program must complete a registration form. The information on this form gives a biographical profile of the student. This information is recorded on the back of the folder to assist the staff in understanding the status of the student and in making appropriate recommendations.*

* Refer to Appendix N 1, 2, 3 & 4, p. 53-56 for sample of Student Record

The folder will contain a copy of the Preliminary Program Profile* and the plans for any course of study the student has prepared to follow in order to earn credit.** It will also contain all the documentation which has been presented as evidence for credit. It will include transcripts of credits earned from secondary schools, verified scores of tests (GED, SAT), assessment forms from employers or training programs which verify the time in employment/training and the performance of the individual, copies of any official documentation from public offices or the military, reports of performance from assessors, and any other pertinent records related to the certification of the candidate.

A transcript is issued to each person who completes the LADP. This verifies the high school credentials that have been earned. The transcript includes the identification of the student, the date on which all the requirements were met and completed, the areas and subjects for which credit was received, the names of the personnel who approved the credits, the signature of the headmaster of Lowell High School, and the official seal of Lowell High School. A copy of the transcript is always retained in the student folder for future reference.***

Since adults establish their own pace for program completion and there is no time limit, it is important to keep accurate records of each student's status. Otherwise, when an inactive student wishes to resume the program, it will be necessary to start the time-consuming process again.

* Refer to Appendix C, p. 39 for sample of Preliminary Program Profile

** Refer to Appendix D, p. 40 for sample of Plan for Course of Study

*** Refer to Appendix O, p. 57 for sample of Student Transcript



X. Staff

The staff of the LADP consists of the director of the Adult Education Program, the team leader of the Adult Diploma Program, counselors, assessors, and numerous resource people.* The principal functions of the staff involve coordination, establishment of policy, program development and implementation, and review.

The team leader acts as a liaison between the director of Adult Education and the rest of the LADP staff. The responsibilities of the team leader are to oversee all the components of the Program, to approve each phase of a candidate's progression in the Program, to serve as a review and appeal person, and to organize the record-keeping.

The counselor works with the learner on an individual basis to help him/her set his/her own goals and to guide him/her in selecting the most beneficial options to achieve their goals. The counselor acts as a liaison between the learner and the assessor or other resource people and provides direction on sources of information.

The main function of the assessor is to evaluate the performance of the learner in his/her field of expertise. The assessor must discuss the evaluation with the learner so that it is fully understood for any further adaptations that may be needed.

* Refer to Appendix P, p. 58 & 59 for specific duties of all personnel

Resource people participate in the LADP when their expertise is required. They may serve in roles as counselors in content areas, as consultants for special independent projects, or as assessors of informal learning.

Appendices

	Page
A. Areas for Credit	37
B. Tests	38
C. Preliminary Program Profile	39
D. Plan for Course of Study	40
E. Client Flow Chart	41
F. Independent Project Assessment Form	42
G. Oral Presentation Assessment Form	43
H. (1 & 2) Non-academic Area Assessment Form	44 & 45
I.(1 & 2) Employer/Supervisor Assessment Form	46 & 47
J.(1 & 2) Training Assessment Form	48 & 49
K. Independent Business Verification Form	50
L.(1,2,3,&4) Home Management Objectives	51 - 54
M. Special Interests/Survival Values Assessment Form ..	55
N.(1,2,3,&4) Sample of Student Record	56 - 59
O. Sample of Student Transcript	60
P. Specific Duties of Personnel	61 & 62

Lowell Adult Diploma Program

AREAS FOR CREDIT

ACADEMIC AREA	NON-ACADEMIC AREA	LIFE-SKILLS AREA
The academic area is described as learning which has a means of assessment at the completion of the course for credit.	The non-academic area represents learning derived from studying certain subjects for personal development but not for accumulation of credits.	The life-skills area represents learning from experiences which enable a person to meet the demands of everyday living in the fields of work, duties or special interests/survival values.
No maximum credits Minimum: 40 credits (A minimum of 5 credits each in English, Math, Social Studies and Science is mandatory. *)	Maximum: 20 credits No minimum credits	Maximum: 40 credits No minimum credits
- 37 - Credit options: a) transferred credits from accredited schools b) independent project c) oral presentation d) paper-pencil test (in most academic subjects) * A minimum of 45 points in any GED test may be applied to mandatory subjects for 5 credits.	Credits awarded when documentation of successful completion of a course and the hours of attendance are presented. Credits are also awarded for expertise in a particular area when official documentation of proven expertise is presented.	Credits awarded in the following fields: a) work or volunteering in community service b) trade c) training program d) independent business e) military experience f) home-management g) special interests h) other COLLEGE PREP SAT Minimum Scores: English: 400 Math: 400

TESTS

I. Reading Tests

- A) Adult Basic Learning Examination (ABLE)**
Level I, II, and III
Harcourt, Brace and World, Inc., N. Y., N. Y.
- B) Reading for Understanding Placement Test (RFU)**
Science Research Associates, Inc., Chicago, Ill.
- C) Botel Reading Inventory**
Follett Educational Corporation, U. S. A.
- D) Reading/Everyday Activities in Life (REAL)**
Westwood Press Inc., N. Y., N.Y.

II. Math Tests

- A) Math Proficiency Test**
Portland Community College
Portland, Oregon
- B) Competency-based Math Test**
Lowell Adult Education Center
Lowell, Mass.

Lowell Adult Diploma Program

PRELIMINARY PROGRAM PROFILE

Name _____

Date _____

ACADEMIC AREA

Minimum: 40 credits
(Mandatory 5 credits in each:
English, Math, Social Studies, Science)

Credits accrued _____

documented _____
yes no partial

documentation needed from:

Credits needed:

subject: credits:

_____	_____
_____	_____
_____	_____
_____	_____

Other possible subjects of interests for assessment:

60

NON-ACADEMIC AREA

Maximum: 20 credits

Credits accrued _____

documented _____
yes no partial

documentation needed from:

Other possible subjects of interest for assessment:

LIFE-SKILLS AREA

Maximum: 40 credits

Credits accrued _____

documented _____
yes no partial

documentation needed from:

Other possible fields for assessment:

61

Appendix D

**Lowell Adult Diploma Program
PLAN FOR COURSE OF STUDY**

Area: _____

Subject: _____

Title: _____

Name _____

Date _____

Counselor _____

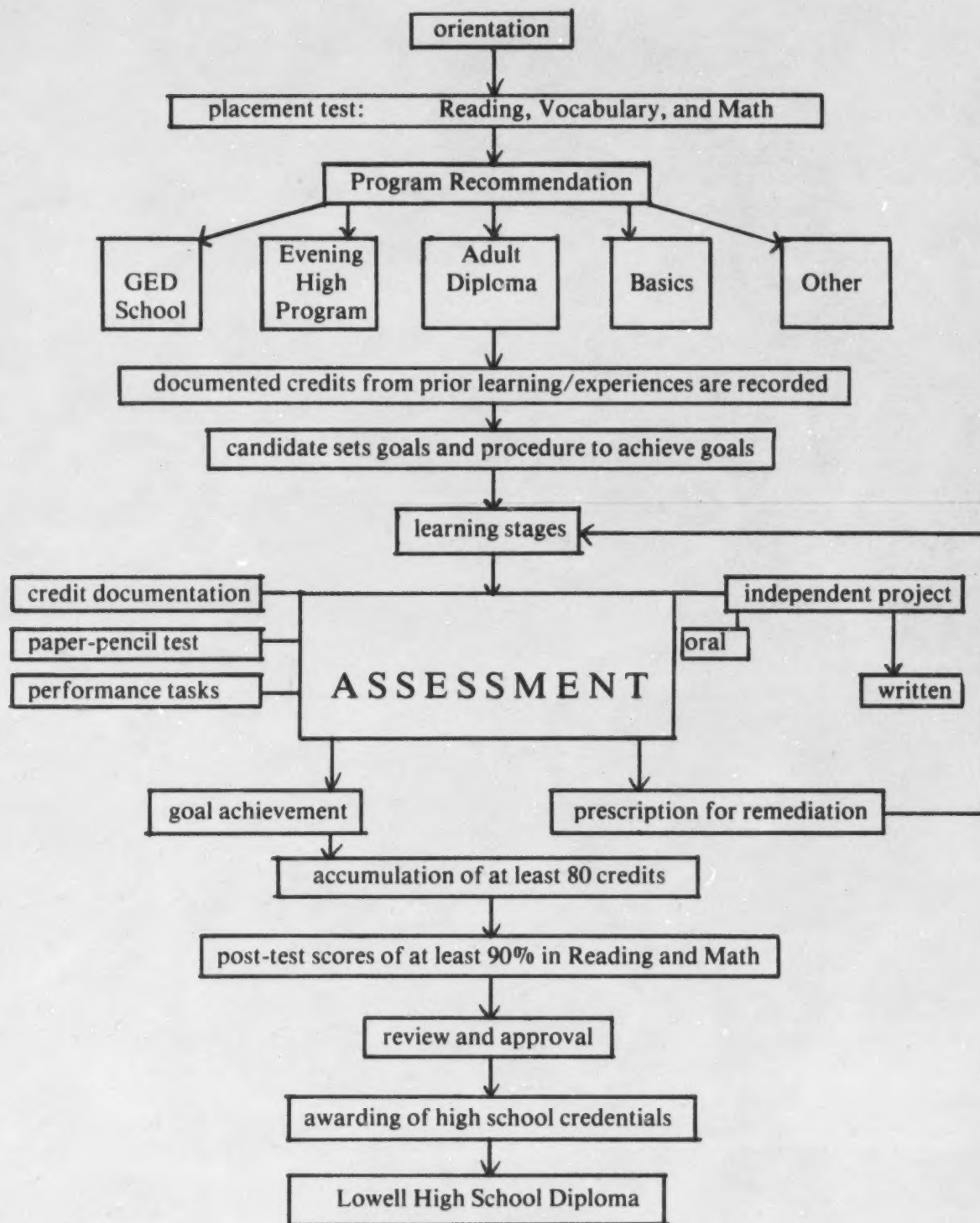
Approved by _____

Title _____

Objectives of study project	Activities	Projected completion	Possible resources
(What I'm going to do)	(How I'm going to do it)	(When I can work on it. How much time it will take)	(Where I can find the information)
62			63

Lowell Adult Diploma Program

CLIENT FLOW CHART



Lowell Adult Diploma Program

INDEPENDENT PROJECT (Written)

Assessment Checklist

Name of candidate _____

Title of project _____

Area of credit _____

Name of assessor _____ Title _____

Location of assessment _____

Date _____

Criteria for assessment:	very good	acceptable	unacceptable
1. content: logic, clarity, flow of ideas	_____	_____	_____
2. spelling	_____	_____	_____
3. grammar	_____	_____	_____
4. punctuation	_____	_____	_____
5. sentence structure	_____	_____	_____
6. bibliography: at least 5 references	_____	_____	_____
7. illustrations: at least 4 relevant ill.	_____	_____	_____
8. at least 15 pages, typewritten	_____	_____	_____
9. oral discussion shows knowledge of subject	_____	_____	_____
10. fulfillment of plan: completion of objectives in the estimated time	_____	_____	_____

(Optional) Comments: _____

for office use only: _____ average point equivalency _____ Signature _____
_____ credits awarded _____ Assessor _____

Lowell Adult Diploma Program**ORAL PRESENTATION****Assessment Checklist**

Name _____

Title of presentation _____

Area of credit _____

Name of assessor _____

Location of assessment _____

Date: _____

Criteria for assessment:	very good	acceptable	unacceptable
1. content: logic, clarity, & flow of ideas	_____	_____	_____
2. style of delivery	_____	_____	_____
3. grammar & diction	_____	_____	_____
4. paraphernalia	_____	_____	_____
a. quality	_____	_____	_____
b. usage	_____	_____	_____
c. relevancy	_____	_____	_____
5. length of time (20-30 minutes)	_____	_____	_____
6. oral discussion shows knowledge of subject	_____	_____	_____
7. fulfillment of plan: completion of objectives in the estimated time	_____	_____	_____

(Optional) Comments: _____

Signature _____

Assessor

for office use only: _____ average point equivalency

_____ credits awarded

**Lowell Adult Education Program
Adult Diploma Program
Lowell High School Annex
Palge Street
Lowell, Massachusetts 01852**

Dear Sir/Madam:

Please complete the enclosed form for _____
as a requirement of the Lowell Adult Diploma Program.

Your verification of this candidate's time of attendance in the course
entitled _____
and your evaluation of his/her performance in this course are an important
facet of the requirements for a high school diploma.

A self-addressed envelope is enclosed. If for any reason you are unable
to complete and return this form, please contact me.

Sincerely yours,

**Non-academic Area
Assessment Form**

Name _____ Home Phone _____

Address _____ City _____ State _____ Zip _____

Name of Organization _____ Location _____

Title of Course _____

1) Specific objectives of course:

2) Dates course was offered: from _____ to _____

3) Number of sessions _____

4) Number of instruction hours per session _____

5) a) Number of sessions above-named person attended _____ was absent _____

b) He/she did complete _____ did not complete _____ the course.

6) He/she demonstrated the necessary knowledge and/or skills taught in this course.

Yes _____ No _____

7) Comments (optional)

Rated by _____ Title _____ Date _____

for office use only: _____ credits awarded

Appendix I 1

**Lowell Adult Education Program
Adult Diploma Program
Lowell High School Annex
Paige Street
Lowell, Massachusetts 01852**

Dear Sir/Madam:

Please complete this form for _____
as a requirement for the Lowell Adult Diploma Program.

This candidate has chosen to have you evaluate his/her performance on the job. Your evaluation is an important facet of the requirements for a high school diploma.

Your cooperation in this matter will be greatly appreciated. If for any reason you are unable to fill the form, please contact me.

Sincerely yours,

Employer/Supervisor Rating Assessment Form

Name _____ Date _____

Address of Employee _____

Place of Employment _____ Job Title _____

Address _____

length of time employed:

from _____ to _____ Hours per week _____

check one:

full time _____ part time _____ seasonal _____

Based on the Dictionary of Occupational Titles from the U. S. Department of Labor,
the following skills are necessary in working as a _____.

Please delete any skills which, in your judgement, are not necessary for this employee
to exercise on his/her job. You may add other skills to the list which are necessary for
this job.

Check the appropriate line to indicate the employee's performance in each skill.

	Skill	very good	acceptable	unacceptable
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

Rated by _____ Title _____ Date _____

for office use only: _____ credits awarded

**Lowell Adult Education Program
Adult Diploma Program
Lowell High School Annex
Paige Street
Lowell, Massachusetts 01852**

Dear Sir/Madam:

Please complete the enclosed form for _____
as a requirement of the Lowell Adult Diploma Program.

Your verification of this candidate's training and/or work-performance
is an important facet of the requirements for a high school diploma.

A self-addressed envelope is enclosed. If for any reason you are unable
to complete and return this form, please contact me.

Sincerely yours,

TRAINING Assessment Form

Name _____ Home telephone _____

Address _____ City _____ State _____ Zip _____

Program title _____ Type of program _____

Training:

Apprenticeship _____ OJT _____ Employer sponsored _____ Other _____

Specific objectives/goal of program:

Dates attended: from _____ to _____ full-time _____ part-time _____

Location _____ Employer/trainer _____ Business Tel. _____

Please list the skills the trainee has been taught in this program.

Check the appropriate line to indicate the trainee's ability to perform each skill.

Skill	very good	acceptable	unacceptable
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

Rated by _____ Title _____ Date _____

for office use only: _____ credits awarded

Appendix K

**Lowell Adult Education Program
Adult Diploma Program
Lowell High School Annex
Paige Street
Lowell, Massachusetts 01852**

_____, Town/City Clerk

Town/City Hall

City or Town

State

Zip

Re:

Name of owner

Home address, City, State

Name of business

Location of business

Type of business

Date of registration

Yes () **No ()**

Currently in business

Dear Sir/Madam:

The above-named person is a candidate in the Lowell Adult Diploma Program.

Your verification of his/her business registration is an important facet of the requirements of this program.

Please complete this form and return by mail in the enclosed envelope. If for any reason you are unable to complete this form, please contact me.

Sincerely yours,

HOME MANAGEMENT

Objectives

Skills to be used:

reading

writing

computation

speaking

viewing

following directions

problem solving

interpersonal relations

BUDGET

Objectives

The student must demonstrate the ability to:

- 1) interpret a budget and evaluate way to rearrange or make cuts in the budget.
- 2) realistically determine financial assets
- 3) understand the basic effect of inflation
- 4) balance and plan part of a budget under changing economic conditions
- 5) establish priorities when making economic decisions
- 6) deal with economic problems on a realistic basis
- 7) determine prices and balance a budget
- 8) develop a budget based on figures supplied
- 9) develop a budget supplying his/her own figures

HEALTH

Objectives

Skills to be used:

reading

writing

computation

speaking

viewing

following directions

problem solving

interpersonal relations

The student must demonstrate the ability to:

- 1) recognize simple signs of illness
- 2) recognize signs of illness which require professional attention.
- 3) interpret prescription labels and medical labels
- 4) follow medical instructions and directions
- 5) recognize safety and health hazards
- 6) describe first aid procedures and distinguish correct response
- 7) know whom to ask for help in emergencies
- 8) understand the relationship between health and drugs, alcohol, and medicine
- 9) deal with the problem of depression
- 10) communicate information about health problem

NUTRITION

Objectives

Skills to be used:

reading

viewing

writing

following directions

computation

problem solving

speaking

interpersonal relations

The student must demonstrate the ability to:

- 1) design a nutritious meal schedule based on provided information about the four food groups
- 2) identify and define reasons for selection of various nutrients and food choices
- 3) determine the best food selections to achieve a balanced meal
- 4) determine the proper food to purchase based on a special diet program
- 5) use calorie counting as a method of controlling food intake
- 6) determine the proper source to obtain factual information on dieting

SHOPPING

Objectives

Skills to be used:

reading

viewing

writing

following directions

computation

problem solving

speaking

interpersonal relations

The student must demonstrate the ability to:

- 1) compare prices, interpret values, and determine accurate prices
- 2) determine the proper selection and value of a purchase
- 3) determine the purchase value of an item per unit cost
- 4) determine savings by comparing different products and their respective costs
- 5) deal with purchase orders and properly fill them out
- 6) understand and interpret a billing statement
- 7) understand the advantages of discount prices and coupon values

Appendix M

Life-Skills Area
SPECIAL INTERESTS/SURVIVAL VALUES
Assessment Form

Name of candidate _____

Address _____

City, State, Zip _____

Telephone _____

Field of Assessment _____

Location of Assessment _____

Date of Assessment _____

Directions:

Below is a list of skills that are necessary for a person to be competent in _____.
_____. Please check the appropriate line beside each skill. (Add extra sheets,
if needed)

Skills	Very good	Acceptable	Unacceptable
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

Rated by _____ Title _____ Telephone _____

For office use only: _____ average point equivalency
_____ credits awarded

Appendix N¹

Lowell Public Schools Lowell Adult Diploma Program Student Record

Name _____ Sex _____ Age _____ Date of Birth _____

Address _____ Phone _____

Last grade completed _____ Year _____

Name and location of last school attended _____

Placement test scores: _____ Reading _____ date: _____ Math _____ date

Certification scores: _____ Reading _____ date: _____ Math _____ date

ACADEMIC CREDITS (Minimum: 40 credits)

Mandatory Areas (minimum: 5 credits each check, if completed.)

English _____ Math _____

Social Studies _____ Science _____

Credits _____

GED Exams (minimum score: 45 each):

Date	Subject	Score	Credits

Credits _____

Total credits transferred
(see inside cover)

Credits _____

Credits earned in LADP:

Credits _____

NON-ACADEMIC CREDITS (Maximum: 20 credits)

Credits _____

LIFE SKILLS CREDITS (Maximum: 40 credits)

1) College Prep (Maximum: 20 credits)

Date	Test	Score

Credits _____

2) Employment/Volunteering (Maximum: 20) Verification _____ Evaluation _____

Credits _____

3) Trade (Maximum: 20)

a) Verification _____ Evaluation _____

b) Proof _____

Credits _____

4) Legal Independent Business (Maximum: 20) Proof of Existence _____

Credits _____

5) Training (Maximum: 20)

a) Verification _____ Evaluation _____

b) Training/work _____

Credits _____

6) Home Management (Maximum: 20)

Budget _____ Shopping _____

Nutrition _____ Family Health Care _____

Credits _____

7) Military/Voluntary Service (Maximum: 20)

Program _____ Dates _____

Satisfactory discharge

Part-time _____ Full-time _____

Credits _____

8) Special Interests (Maximum: 20)

Subject _____ Evaluation _____

Credits _____

9) Other

Credits _____

Counseling Sessions

Review:

Counselor: _____

Date _____

Credited accrued _____

Counselor comments: _____

Counselor _____

Date of introductory meeting _____

Stated long-range goals of candidate: _____

Preliminary Program Profile:

Counselor comments:

a) completed by candidate _____
(date)

b) copy retained by candidate _____
(date)

c) copy filed in student record _____
(date)

Signature: _____

Additional meetings: (date of each meeting; comments and signature of counselor)

ASSESSMENT

Field of Assessment	Assessor	Date	Location	Performance of candidate and recommendation of assessor
---------------------	----------	------	----------	---

I. ENGLISH		II. MATH		III. LANGUAGE		IV. SCIENCE		V. SOCIAL STUDIES		VI. BUSINESS		VII. OTHER	
Eng. Sec. Lang Basic	10	Arith. Revue	2½	Latin I	5	Gen. Sci. Sp	5	Hist. Puerto Rico Sp		Bus. Arith. A	2½		
Eng. Sec. Lang Int.	10	Fund. Math IA	2½	Latin II C	5	Gen. Sci Port	5	World Culture Sp.		Gen. Bus.	5		
Eng. Sec. Lang Adv.	10	Fund. Math IB	2½	Latin II H	5	Physical Sci I S	2½	World Culture Port		Bus. Arith.	5		
Eng. Tutorial	5	Fund. Math IIA	2½	Latin III C	5	Physical Sci I C	2½	History Portugal Port		Eco. Geog	5		
Eng. Basic I	5	Fund. Math IIB	2½	Latin III H	5	Physical Sci IIS	2½	U. S. Gov. (ESL)		Accounting I	2½		
Eng. Elementary I	5	Consumer Math IA	2½	Latin IV AP	5	Physical Sci IIC	2½	Civics		Type I	2½		
Eng. Stand. I	5	Consumer Math IB	2½	Latin IV H	5	Earth Sci I	2½	Anc/Med Hist		Type Person.	2½		
Eng. College I	5	Shop Math I	5	Latin Background	5	Earth Sci II	2½	Social Economics	2½	Accounting II	5		
Eng. Honors I	5	Shop Math II	5	Greek I	5	Biology Sp	5	Social Studies Conc	2½	Type II	5		
Eng. Basic II	5	Algebra IA	2½	Greek II	5	Biology Port	5	World History		Shorthand I	5		
Eng. Secondary	5	Algebra IB	2½	Greek III	5	Biology Std	5	Hist. of Lowell	2½	Cons. Ed.	5		
Eng. Elementary II	5	Computer Math IC	5	French I Std	5	Biology Col	5	Political Science	2½	Economics Std.	5		
Eng. Stand II	5	Computer Math IH	5	French I Col	5	Biology Hon	5	U. S. Hist (ESL)	5	Economics Col	5		
Eng. College II	5	Geometry C	5	French II Std	5	Biology AP	5	U. S. Hist Std	5	Merchandising	5		
Eng. Honors II	5	Geometry H	5	French II Col	5	Biological Psychol.	5	U. S. Hist Col	5	Accounting III	5		
Eng. Basic III	5	Algebra IIA C	2½	French II Hon	5	Marine Biology	5	U. S. Hist Hon	5	Type III	5		
Eng. Elementary III	5	Algebra IIA H	2½	French III Col	5	Ecology	2½	U.S. Hist A.P. III	5	Off. Prac.	5		
Eng. Stand. III	5	Algebra IIB H	2½	French IV Col	5	Ecology Sp	2½	U. S. Hist A.P. IV	5	Sten II/Type III	10		
Eng. College III	5	Analysis I C	2½	French IV Hon	5	Ecology Port	2½	World Cultures		Data Process	2½		
Eng. Honors III	5	Analysis II C	2½	French Convers. I	2½	Physiology	2½	Sociology		Personnel	2½		
Eng. Basic IV	5	Analysis I H	2½	French Convers. II	2½	Zoology Sp	2½	English Hist		Secretarial Train.	5		
Eng. Elementary IV	5	Analysis II H	2½	Spanish I Std	5	Zoology Port	2½	Latin Am. Studies		Bus. Math	2½		
Eng. Stand. IV	5	Calculus	5	Spanish I Col	5	Chemistry Std	5			Bus. Law	2½		
Eng. College IV	5	Computer Math IIC	5	Spanish II Std	5	Chemistry Col	5	Ind. Art I	10	P/Ed I	2		
Eng. Honors IV	5	Computer Math IIH	5	Spanish II Col	5	Chemistry Hon I	5	Ind. Art II	10	P/Ed II	2		
Eng. A. P. IV	5	Fund. Math IA Sp	2½	Spanish II Hon	5	Chemistry Hon II	5	Ind. Art III	10	P/Ed III	2		
Lang. Skills Workshop	2½	Fund. Math IA Port	2½	Spanish III Col	5	Chemistry A.P.	5	Ind. Art IV	10	P/Ed IV	2		
Black Writers	5	Fund. Math IB Sp	2½	Spanish III Hon	5	Physics Std.	5						
Creative Writing	5	Fund. Math IB Port	2½	Spanish IV Col	5	Physics Col	5	Art. Hist I	2½	Health I	½		
Journalism I	5	Algebra I IA Sp	2½	Spanish IV Hon	5	Phycis Hon	5	Art. Hist II	2½	Health II	½		
Journalism II	5	Algebra I IA Port	2½	Spanish Conver. I	2½			Found. of Art I	2½	Health III	½		
Communications	2½	Algebra I IB Sp	2½	Spanish Conver. II	2½			Found. of Art II	2½	Health IV	½		
Speech I	2	Algebra I IB Port	2½	Russian I	5			Studio Art I	5	A.F. ROTC I	5		
Speech II	2	Geometry Sp	5	Russian II	5	Home Ec I	10	Studio Art II	5	A.F. ROTC II	5		
Drama I	2	Geometry Port	5	Portuguese I	5	Home Ec II	10	Studio Art III	10	A.F. ROTC III	5		
Drama II	2	Consumer Math IASp	2½	Portuguese II	5	Home Ec III	10	Studio Art IV	5				
Debate	2	Consumer Math IBSp	2½	French III Hon	5	Home Ec IV	10	Gen. Art	2½	Dr. Ed.	1		
		Algebra II BC	2½					Band	2				
						Distrib. Ed. 11	30	Chorus I	2				
						Distrib. Ed. 12	25	Chorus II	2				
		II. Subtotal_____		III. Subtotal_____		IV. Subtotal_____		V. Subtotal_____		VI. Subtotal_____		VII. Subtotal_____	
I. Subtotal_____												Total_____	

Appendix N⁴

Name _____

I. Place of Birth _____

II. Ethnic origin _____

III. First language _____

Other languages spoken _____

IV. Marital status:

Single _____ Married _____ Separated _____ Divorced _____ Widowed _____

Number of children _____ Ages _____

Schools and grades children attend; _____

Location: _____

city/town

V. Income source _____

VI. Employment status:

Employed _____ Unemployed _____ Other _____

Place of employment _____

Occupation _____

Other training _____ Location _____

VII. Referred by _____

Counselor comments: _____

Signature _____

Adult Diploma Program
Lowell High School
STUDENT TRANSCRIPT

NAME _____ SEX _____
 STREET _____ PHONE _____
 CITY _____ STATE _____ ZIP _____
 DATE COMPLETED _____

ACADEMIC CREDITS (Minimum: 40 Credits)	NON-ACADEMIC CREDITS (Maximum: 20 Credits)	LIFE-SKILLS CREDITS (Maximum: 40 Credits)
		College Prep _____ Military _____ Independent Business _____ Trade _____ Employment _____ Volunteer Experience _____ Home Management _____ Special Interests/Survival Values _____ Other: _____
Sub total _____	Sub total _____	Sub total _____ Total credits earned _____

Previous Secondary Schools Attended:

84

School Officials:

_____ Headmaster, Lowell High School
 _____ Director, Adult Education

For more information, please contact:

_____ Supervisor, Adult Diploma Program

Signature of official certifying this transcript:

_____ Date _____ Title _____

85

SPECIFIC DUTIES AND FUNCTIONS OF STAFF

A. Team Leader

- 1) to assist in supervision of personnel.
- 2) to serve as a review and appeal person.
- 3) to organize the record-keeping.
- 4) to act as liaison between program and
 - a) director
 - b) staff
 - c) advisory board
 - d) school department
 - e) community at large
- 5) to develop mechanisms for the continued growth and development of the program.

B. Counselor*

- 1) General Duties
 - a) to interview new clients.
 - b) to administer tests.
 - c) to present all possible programs which fit the needs of the client.
- 2) Adult Diploma Program duties:
 - a) to help client set own goals (long and short term)
 - b) to help client select most beneficial options to achieve goals.

(cont.)

- * Restrictions:
- a) counselor will not assess his own client.
 - b) assessor will not advise his own client.
 - c) assessor will not teach his own client.

Appendix P (cont.)

- c) to guide client through necessary steps.
- d) to seek area specialist for assessment.
- e) to make appointments for assessment of client.
- f) to keep client portfolio in conjunction with all other personnel in the program.

C. Assessor*

- 1) to evaluate the client's performance and specific competencies using established guidelines.
- 2) to inform client and counselor of all information of the evaluation in conjunction with other personnel in the program.
- 3) to fill out necessary forms so that the client can receive credits.

D. Clerk/Secretary

- 1) to up-date and maintain accurate records for:
 - a) each client
 - b) program
- 2) to keep track of all incoming and outgoing correspondence.
- 3) to perform specific program-related tasks as requested by the team leader, counselors, and assessors.

***See Restrictions, p. 61**